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### TEACHING STRATEGIES TO INCREASE NEW LEARNER STUDENT'S LISTENING SKILLS: A REVIEW OF LITERATURE

Annotatsiya

Listening skills are vital not only in academic settings but also in everyday life. While reading, writing, and language skills are emphasized in schools, listening often takes a back seat. However, it is crucial for educators to recognize the significance of listening comprehension and to incorporate strategies to develop these skills alongside other language abilities. By emphasizing active listening techniques and providing support for students with hearing impairments, educators can help enhance overall learning and comprehension in English and other subjects. This article review underscores the importance of supporting students in developing effective learning strategies and strengthening their English listening skills, particularly for those struggling in other subjects who may also be learning English as a foreign language. The researcher offers suggestions for educational activities that both students and instructors should engage in to facilitate learning. This holistic approach aims to address the diverse needs of students and enhance their overall academic performance.

**Key words:** listening, English, language, student, skill, activities, information, vocabulary, Foreign Language.

### СТРАТЕГИИ ОБУЧЕНИЯ ДЛЯ ПОВЫШЕНИЯ УСПЕШНОСТИ НОВЫХ СТУДЕНТОВ НАВЫКИ СЛУШАНИЯ: ОБЗОР ЛИТЕРАТУРЫ

Аннотация

Навыки слушания жизненно важны не только в академической среде, но и в повседневной жизни. Хотя в школах уделяется особое внимание чтению, письму и языковым навыкам, аудирование часто отходит на второй план. Тем не менее, преподавателям крайне важно признать важность понимания речи на слух и внедрить стратегии развития этих навыков наряду с другими языковыми способностями. В обзоре этой статьи подчеркивается важность поддержки учащихся в разработке эффективных стратегий обучения и укреплении их навыков аудирования на английском языке, особенно для тех, кто испытывает трудности с другими предметами и, возможно, также изучает английский как иностранный. Исследователь предлагает предложения по образовательной деятельности, которыми должны заниматься как студенты, так и преподаватели, чтобы облегчить обучение. Этот целостный подход направлен на удовлетворение разнообразных потребностей студентов и повышение их общей академической успеваемости.

**Ключевые слова:** аудирование, английский язык, язык, студент, умение, деятельность, информация, словарный запас, иностранный язык.

### TALABALARNING TINGLASH MALAKASINI OSHIRISH UCHUN O'RGATISH STRATEGIYASI: ADABIYOTNI TAHLILI ASOSIDA

Annotatsiya

Tinglash qobiliyatlari nafaqat akademik sharoitlarda, balki kundalik hayotda ham juda muhimdir. Maktablarda o'qish, yozish va til ko'nikmalariga urg'u berilsa-da, tinglash ko'pincha ikkinchi o'rinda turadi. O'qituvchilar tinglash usullarini rivojlantirish orqali eshitib, anglash qobiliyati zaif o'quvchilarni ingliz va boshqa fanlarni umumiy o'rganish va tushunishni yaxshilashga yordam beradi. Ushbu maqola sharhi talabalarni ingliz tilida tinglash ko'nikmalarini mustahkamlashning samarali o'rgatish strategiyalarini ishlab chiqish muhimligi ta'kidlandi, ayniqsa ingliz tilini chet tilini sifatida o'rganayotgan o'rganuvchilar uchun. O'rganishni osonlashtirish uchun talabalar va o'qituvchilarga kerakli bo'lgan ta'lim faoliyati bo'yicha turli xil xorijiy adabiyotlarni tahlili asosida takliflar va tavsiyalar ishlab chiqildi.

**Kalit so'zlar:** tinglash, ingliz tili, til, talaba, malaka, faoliyat, ma'lumot, lug'at, chet tili.

**Introduction.** Listening is regarded as one of the four essential practical competencies for communicating in English, reading, writing, and speaking. Out of these four skills, listening is the most crucial one. Given that this skill can significantly improve one's success in other areas, this investigation aims to determine the substantial value of having this ability. This talent has the potential to significantly improve one's performance in other areas (Darti & Asmawati, 2017). To attain their aim of speaking English fluently, students of English as a Foreign Language (EFL) need to spend a significant amount of time daily immersed in the English language (Darti & Asmawati, 2017). Improving listening skills is essential for acquiring a second language (L2) in one's lifetime (Kajiura et al., 2021, p.1). The skill to listen does not require active engagement and can be cultivated on one's own, as stated by Osada (2004). According to Rost (2002), listening is the most crucial skill for effective language acquisition.

The study emphasizes the importance of listening as the most frequently used skill in daily life, which also tends to

improve more rapidly than other abilities, making it easier to acquire new talents. Specifically, for students of English as a Foreign Language (EFL), listening poses both significant challenges and promising opportunities for progress. Challenges include difficulties in controlling the pace of speech, limited vocabulary, trouble perceiving signals or cues, analyzing auditory information quickly, maintaining focus, and established patterns of comprehension. Addressing these challenges through targeted strategies and practice can lead to substantial improvement in English listening proficiency for EFL students.

In this review study, the researchers began by reviewing some of the strategies employed for listening comprehension. Afterwards, they focused on some of the students' challenges while listening to oral passages. This study aimed to improve educators' understanding of these challenging listening comprehension aspects to encourage effective teaching strategies. It is intended that the results of this literature review will provide instructors and students with insightful and instructional

perspectives on the method of instructing and developing listening comprehension.

Academics have developed various conceptualizations to describe the act of listening. According to Chastain (1971), listening is the ability to take in native speech when presented at a regularly timed tempo. Morley (1972) defines hearing as aural grammar, auditory discrimination, the selection of important information, the maintenance of that information, and the coupling of that information to the relationship between sound and meaning form. Hearing is a sense that allows humans to communicate with one another. According to Postovsky (1975), who formulated this argument, listening differs from sound detection and auditory understanding in terms of the meaning conveyed by each activity.

According to the definition of "listening" provided by Goss (1982), parsing the information taken in by hearing into lexical parts so that it may be given meaning. This is done so that the information can be interpreted. Hearing and comprehending spoken language is essentially the same thing, according to a study that Bowen, Madsen, and Hilferty carried out in 1985. The students will begin by listening to spoken language and then segment it to dissect its meaning by deconstructing it into its lexical and syntactic components. Listening is an action that should be done since it is a crucial skill for gaining knowledge in one's day-to-day life (Nushi & Orouji, 2020). Purdy (1997) suggests that the process of hearing may be broken down into three distinct stages: receipt, interpretation, and reaction to spoken and nonverbal stimuli. According to Rost (2002), hearing is a complicated process that requires one to grasp what they have heard to appreciate what they have heard fully.

The initial step towards accurately comprehending and retaining cognitive techniques involves incorporating information stored in either short-term or long-term memory. Cognitive strategies, as described by Derry and Murphy (1986), serve as learning tools for problem-solving and directly utilize or modify learning resources. In the context of listening, cognitive approaches involve absorbing, retaining, and recalling recently learned material through strategies like top-down and bottom-up processing.

According to the claims made by Azmi Bingol, Celik, Yidliz, and Tugrul Mart, a school of thought contends that it is not too challenging for students to grasp listening texts that make use of vocabulary that is already familiar to those students (2014). This is because evidence suggests that children do not need excessive effort to grasp hearing materials.

During their research, one of the topics that they brought up was precisely this. If children have a better understanding of the meanings of the words they hear and read, it may be simpler for them to participate in activities and keep their motivation up over time. It is more probable that pupils will get confused when they are given the task of using terms in situations when such words would not be acceptable since they may have more than one meaning. Since many words have the potential to indicate many meanings simultaneously, this is the case.

### Some Effective Tips Can Help Students Who Struggle with Listening Comprehension

Students might benefit from the following advice, which will assist them in overcoming some of the difficulties they now have with their ability to comprehend what they have heard. Several examples of these are as follows:

1. Teachers should give fundamental listening tools for learners to use to support learners in a more precise grasp of native speakers' speech. Students must be able to listen to activities customized to their needs.

2. The teacher is responsible for preparing listening activities for the class that will attract the pupils' attention and assists them in developing listening skills and strategies. These activities test the student's capability to comprehend what they have heard and urge them to use a broad array of listening strategies to benefit as much as possible from the tasks.

3. To properly prepare their students to hear the wide distinct varieties of short natural speech, tutors must familiarize their pupils with pronunciation conventions. Teachers can also push their pupils to mimic native speakers' pronunciation.

4. Educators have to expose pupils to a wide variety of information through a variety of media, including but not limited to lectures, broadcast newscasts, movies, plays, notifications, ordinary discussions, and interviews.

5. It is important to encourage pupils in a teacher's class to get familiar with regional and national accents worldwide.

6. Exercises in listening should range in difficulty from simple readings to more challenging material for students with more expertise.

7. During the time students spend listening to various listening materials, their teachers should offer them background information and linguistic understanding.

8. It is the responsibility of teachers to offer appropriate feedback on their students' performances since doing so may inspire students to correct their mistakes, enhance their excitement, and help students grow their self-confidence when engaging in listening activities.

**Conclusion.** In conclusion, listening comprehension often receives insufficient emphasis in English language programs, despite its vital role in understanding detailed auditory information. Effective listening involves applying multiple comprehension techniques simultaneously, including comprehending, remembering, linking information to context, and adjusting understanding based on prior knowledge and new revelations. It's essential for classrooms to teach students how to listen effectively, recognizing that there isn't a one-size-fits-all approach. As students progress in their English studies, listening exercises should become increasingly challenging to foster continued improvement. Beyond language acquisition, listening is essential for everyday conversation and communication. Thus, prioritizing and enhancing listening skills is crucial in English language education.

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